

step by step plan to achieve self-sufficiency with ultimately an employment outcome. Though a significant strength in service delivery, it can also be viewed as a weakness, as this takes considerable time on the part of both the staff and participant and therefore may be difficult to achieve given time constraints, as well as methods of maintaining contact that may be mostly utilized, such as phone, text, email, and scanning technologies. Work based learning programs for adults meet the needs of local businesses and job seekers. This is a strength, though a weakness may be limited employer worksites, as well as financial resources to meet the needs of both employer and participant interests in the provision of this type of service. Generally work based learning may provide needed work experience, but not lead to fulltime employment. The ability for participants to access funding by Individual Training Accounts (ITA's) leading to in-demand work skills and credentials is a strength, and coordinating with other entities to co-fund training is a plus, such as with Vocational Rehabilitation Services, veteran resources or other non-WIOA funding. A weakness in the provision of ITAs is fluctuating resources, thus limiting the amount of funds available at any given time, and requirements of using federally mandated Eligible Training Provider lists, as well as the lack of program availability in local communities in offering low cost, in-demand training. By providing workshops a strength is the large number of individuals that may participate and benefit, such as taking courses in networking, basic computer skills, financial literacy, and the usage of social media in searching for employment. Weaknesses of these services is the inability to be more individualized with each job seeker, as may be needed by many, to better absorb and benefit from the material presented. Business Services staff work with area employers to identify types of skills needed for employment, seen as a strength, and bringing this information back is valuable to staff, though it is not always an exact match with the skill sets of the individuals seeking employment through services in the local offices. Likewise, Business Services staff become aware of the skill sets of the job seekers receiving services and market those to specific employers, a strength, taking considerable time, if done on an individualized basis. The time it takes to do this for each individual may be viewed as a weakness, given other priorities of Business Services staff in working to establish relationships, attending employer events and marketing an array of overall business services for employers.

4.6 An analysis and description of the type and availability of youth workforce activities for **in school** youth, including youth with disabilities. If the same services are offered to out-of-school youth, describe how the programs are modified to fit the unique needs of in-school youth. For each program, include the following: length of program and availability/schedule (i.e. 2 weeks in July); % of youth budget allocation; WIOA program elements addressed by program, with specific focus on how the 5 new elements have been incorporated; desired outputs and outcomes; and details on how the program is evaluated. Include analysis of the strengths and weaknesses of such services, and the capacity to provide such services, in order to address the needs identified in 1.2. [WIOA Sec. 108(b)(9)]

The Jobs for America's Graduates program and curriculum is the model used in Region 5 for in-school youth programming. Currently, there are eleven programs operating in nine local high schools, including: Anderson (2), Eastern Hancock, Greenfield Central, Mt. Vernon, Martinsville, Pendleton Heights, Shelbyville (2), Sheridan, and Whiteland

The classroom curriculum for JAG is based on prioritizing high school graduation, preparation for post-secondary education and/or work readiness. Thirty-seven core competencies are identified and clustered into six areas: Career Development, Job Attainment, Job Survival, Basic Skills, Leadership and Self Development and Personal Skills. All of the WIOA Youth Program Elements are available through the JAG program and fit within the goals of the JAG curriculum:

Tutoring and study skills training, and evidence-based dropout prevention and recovery strategies, etc. The JAG program is a drop-out prevention program and career readiness program by its very nature. All of the curriculum and all activities and services support this, from the individualized attention of the JAG Specialist, trips to college campuses, guest speakers from the business community and tours of employer facilities. All effort is focused on high school graduation and preparation for adult life after high school.

Alternative secondary school services, or dropout recovery services. Students who are participating in alternative schools through the local high schools may participate in the JAG program if appropriate. Also, if a JAG student does drop out of high-school during their period of participation in JAG, they will continue to receive services from the JAG Specialist outside of the normal classroom. The Specialist encourages and supports the student in efforts to begin ABE classes, or return to high school if possible.

Work Experience that includes academic and occupational education as a component. JAG Specialists work with the students to assess and determine interests related to work. Many students seek out and find work on their own, while others need the assistance to gain first time employment. The Specialists seek out those employment opportunities that begin to fill the gap for many students, whether that is developing an understanding of the importance of good work habits, or gaining exposure to an employment area of interest for the student. The Specialists are able to help students relate the importance of academic success with career success.

Occupation skill training. One of the goals of the JAG program is preparation for post-secondary education. All JAG students are required to complete two college applications, and field trips are taken to college campuses. JAG Specialists work with students on financial aid applications and help prepare them in all aspects for occupational skill training at the post-secondary level. JAG funds have been used for college application fees, deposits for housing, and other related costs for students preparing for training but do not yet have the financial aid needed.

Education offered concurrently and in the same context as workforce preparation. When needed financial assistance is offered to students who are working on post-secondary training or credits while still in JAG. For example, students interested in nursing (or related medical field) may complete a Certified Nursing Assistant program during the summer, either their junior year in high school, or immediately after graduation, with plans to enter college in the fall. The CNA certification then gives them some earning potential to work part-time while in college, all the while gaining valuable experience related to their career interest.

Leadership development opportunities. All JAG students have abundant opportunities to develop their skills through activities such as JAG sponsored community service, local, state and regional competitions, and participation in JAG Career Association. The JAG Specialist look to develop leadership skills in all JAG students.

Supportive services. All students have supportive services available to them. A supportive service payment chart outlines how the payments may be used for items such as: transportation costs, clothing, child care, books and other needs that may be identified. The supportive service funds are

utilized to ensure that students who want to participate and take advantage of offering, have the means to do so.

Adult Mentoring. The JAG Specialist looks to identify others who may serve as mentors for youth, and helps guide the student to accept the mentor. Students in the JAG program need the individualized attention they receive from their Specialists, and the Specialists need assistance from others outside of the classroom to support the positive progress the students make while in the JAG program. The Specialists try to identify family members, supporters of school activities, parents of the friends of our students, or supervisors in a work environment. Mentors may come from a variety of circles within the students' lives, and our intent is to have them connected to positive adult role models.

Follow-up services. All JAG students have 12 months of follow-up from their Specialist. This is achieved through phone calls, texts, visits back to the classroom, social media, etc. The JAG students are not only offered that as availability, but it is impressed upon them as an expectation and requirement from the first time they become involved in the program. The JAG program has a very heavy emphasis on the importance of the 12 month follow-up.

Comprehensive guidance & counseling. The JAG Specialists are not professional counselors, but they know when and how to make referrals for students who need such. Each community has some availability of these services, and if needed JAG funds may be used to pay for them.

Financial literacy education. The JAG curriculum encompasses the financial literacy element. Students are even offered incentives for developing and demonstrating key elements of financial literacy, including budgeting, opening checking and/or savings accounts, etc.

Entrepreneurship education. We are developing a program and have sought the expertise of the Director of the Small Business Development Corporation and Junior Achievement. We anticipate a program that will expose JAG youth to the concepts and possibilities of self-employment and many of the lesser known aspects of that, including both the advantages and disadvantages.

Labor market and employment information/in-demand industry sectors. The JAG curriculum is supplemented by the DWD website and the excellent information provided, such as the hot jobs list. This gives the Specialist the opportunity to engage the students in conversation about the jobs that may be available locally and how to prepare for them. Other resources such as ICE and ICC are incorporated into the classroom training and give the students updated labor market information regarding in-demand industry sectors.

The desired outputs and outcomes of the JAG program in Region 5 are: high school graduation, either post-secondary education with part-time employment OR full-time employment/military/apprenticeship with average wages at \$8.50 per hour, and skill gains while participating in the JAG program. The program is evaluated based on the actual performance indicators vs goals, and the ability to recruit the required number of students per class (40). The JAG program has proven to be a valuable, structured model program that engages in-school youth in a meaningful and often life-altering way. The one weakness of the program is that we are limited in the number of schools that we can engage because of the cost, and that the model is not cost-effective with fewer than 35-45 students. Smaller schools have difficulty referring adequate levels of students to make it a feasible program. The JAG program operate on a school year calendar, but the Specialist remains in contact with students throughout the summer. 25% of WIOA youth funds are targeted for the JAG program in Region 5.

4.7 An analysis and description of the type and availability of youth workforce activities for **out of school** youth, including youth with disabilities. If the same services are offered to in-school youth, describe how the programs are modified to fit the unique needs of out-of-school youth. For each program, include the following: length of program and availability/schedule (i.e. 2 weeks in July); % of youth budget allocation; WIOA program elements addressed by program, with specific focus on how the 5 new elements have been incorporated; desired outputs and outcomes; and details on how the program is evaluated. Include analysis of the strengths and weaknesses of such services, and the capacity to provide such services, in order to address the needs identified in 1.2. [WIOA Sec. 108(b)(9)]

The WIOA Out-of-School (OOS) Youth program is very different from the in-school programming, in that it is very individualized (rather than one model) based on the needs and interests of each youth. Each county WorkOne office has at least one Youth Career Service Advisor (CSA) to recruit and serve youth. The assessment begins at the time of enrollment and is an on-going process throughout the period of participation. Basic skills assessments (TABE), as well as interviews with the youth allow the CSA to gain valuable information about the skill sets that need to be developed based on the career interests of the youth. The CSA's immediately begin the referral process to ABE for any OOS youth who has dropped out of high school. If a youth tests as basic skills deficient, but is a high school graduate, the CSA begins appropriate remediation programs, many of which are on-line programs. While some youth are reluctant, the CSA works with the tools available through the DWD website as well as others to demonstrate to the youth the positive impact the HSE (and proficiency in basic skills) can have on career opportunities and their earning potential. The CSA also explains that incentives in Region 5 are available to them when goals are met. For instance, a youth who obtains their HSE is awarded \$150. Their supportive service needs are also discussed with them to assure them that we can provide assistance, if needed, while they attend ABE classes. CSA's take a comprehensive approach to the career planning process with youth, not just a plan addressing their obvious educational or training needs.

The CSA begins the planning of the "next step" with each youth as goals are met, and works with the individual to determine the best career path for them. The fourteen WIOA youth elements are all considered for each youth in relation to their needs. For OOS the WIOA elements would be considered in the following ways:

Tutoring, study skills training, and evidence-based dropout prevention and recovery strategies, etc. For youth who have not yet received a high school diploma or HSE, this is most provided through ABE programs. If there is an identified need for more intensive tutoring, through the WIOA program we ensure that is provided.

Alternative secondary school services, or dropout recovery services. This service would only be considered for youth who may have the option of returning to high school, but that is not common in the OOS program.

Work experience that includes academic and occupational education as a component. Work experience is used for a variety of reasons with the OOS youth program. Many youth have no work experience at all when they come to us for assistance. They may be placed in work experience, often concurrently or after attending ABE classes, to explore and experience the work environment and get the "hands on" knowledge of having a job. Others may be placed in a work experience after completing a certification program, such as dental assisting or CNA training, to give them the opportunity to practice the skills they've acquired. Work experience is an invaluable part of programming with OOS because it helps to build the experience and confidence that many need.



Occupational skill training. Youth who are pursuing a career pathway that requires certifications are provided assistance with occupational skill training. Short term certification programs are often used for training such as: CNA, pharmacy technician, phlebotomy, office administration, IT, etc. Longer training such as Associate Degrees are also funded if the career path requires it.

Education offered concurrently and in the same context as workforce preparation. Youth who are working, whether through work experience or other employment, are often participating in workshops or one-on-one counseling with their CSA to help understand how to handle work issues that may arise. Youth are often unprepared and have difficulty handling unanticipated situations that may arise in the real world of work. The CSA can help them understand appropriate responses and actions to take in those circumstances.

Leadership development opportunities. All OOS youth are given the opportunity to participate in a variety of activities to develop leadership skills. Again, because services and activities are individualized, these are varied based on the given characteristics of the youth, but could include: discussion and exploration of post-secondary training options, financial literacy training, classes designed to give exposure to certain occupational areas, entrepreneurship exploration, and other life skills training.

Supportive services. The supportive services needs assessment of all youth is an on-going process as their participation begins in activities and services. As an example, any youth who is participating in ABE classes, who does not have the funds for gas to travel to those classes, is given that financial assistance to ensure their participation. Another example, is a youth who obtains employment may not have the funds to purchase required uniforms or special shoes such as steel toed boots. In those instances, the supportive service funds are available to provide the needed assistance. Other types of assistance may be provided for child care, books needed for training, bus passes, etc.

Adult mentoring. The CSA working tries to help any youth in need of an adult mentor to identify that person in their life who may serve in that capacity, or get them involved in a mentoring program that may provide the assistance. The mentor may be a family member, the parent of a friend, or it may be an employer who has taken the youth "under their wing." Identifying a mentor who will have a consistent presence is important to help the youth in reaching their goals.

Follow-up services. All youth are provided follow-up services for a period of 12 months. Before the youth exit the program, the CSA gets as many contact numbers as possible from family members to ensure they can reach the youth during this period. If it is determined the youth needs any additional supportive services to stay on a positive track, they can be provided.

Comprehensive guidance and counseling. The CSA's are not professional personal counselors, so if they determine that a youth needs that type of guidance, they locate those resources within the community. If needed, financial assistance is made available to youth for this purpose.

Financial literacy education. The financial literacy education element has been added to the scope of training make available to youth this program year. The on-line resources through DWD have been very helpful and provide a good starting point to begin those conversations/education with youth. Budgeting, checking and savings accounts, as well as retirement are areas discussed. Those elements have been incorporated into the incentive system to reinforce their importance and to entice youth to begin establishing good money habits.

Entrepreneurship education. Resources such as Jr Achievement and the Small Business Development Corporation have been tapped for their expertise and input into the development of this element. We will be developing workshops and education modules that can be provided to youth who already show an interest in starting/owning a business. For others, the training will be used to ensure they are aware of those opportunities. Business owners will be sought as guest

speaker and presenters to give first-hand information regarding pros and cons of business ownership.

Labor market and employment information/in-demand sectors. All of the information on the DWD website, as well as other information is used to provide youth with a realistic picture of the labor market in which they will be competing for work. Resources such as the hot jobs, ICE and ICC are a few of the resources used to give youth this information. This give the CSA the opportunity to reinforce what skills and training are needed for the youth to pursue their chosen career path.

Just as every aspect of the OOS youth program, the length of program participation and schedule is individualized and based on the identified needs and plan to address them for each youth. The period of participation may be only two months, or it may be one+ years. The desired outputs and outcomes of the program are: increasing skills during the participation period, attainment of credentials, placement into employment, education or training, retention in employment, education or training and the earnings after exit. The program is evaluated by comparing planned vs actual goals and the numbers served. The strength of this program model is that by design, it is meant to address the individual needs of each youth we serve, rather than try to fit them into a program that may or may not suit their needs. The weakness of the program is that it is staff intensive to provide more individualized services, and have youth enter and exit the program throughout the year.

4.8 Identify how successful the above programs have been and any other best practices for youth workforce activities relevant to the local area. [WIOA Sec. 108(b)(9)]
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Both the in school and out of school youth programs have been very successful in the past, meeting and or exceeding most performance standards set. Under the WIA common performance measures, for the past two program years, the performance has been as follows, with PY 14 showing gains over PY 13:

Placement	Goal	Degree or Certificate	Goal	Literacy & Numeracy	Goal
72.5%	66.0%	67.4%	62.0%	43.5%	43%
69.6%	66.0%	65.7%	62.0%	39.9%	43.0%

Additionally, the JAG in school program has met all national “5 of 5” performance indicators set by JAG for the past three years and the region as a whole has been recognized nationally for outstanding performance. Individual JAG Specialists and JAG Administrative staff have received awards for outstanding performance the past three years and two JAG students have been recognized by JAG as “Ken Smith Scholars,” selected from hundreds of applicants. Two students have also competitively taken first place honors at the annual National Leadership Development Conference in Washington, D.C. The JAG program in Region 5 has been tremendously successful.

The out of school program has also succeeded in serving many youth with multiple barriers to employment. Youth who seek our services are often young parents, high school dropouts, have disabilities, have few job survival coping skills or simply have no direction or adult role models.

A best practice that has been recognized by DWD monitors most recently has been the incentive/award system developed to reinforce positive activities and achievements. Just as adults are often rewarded in some form for their efforts, participants in both the in school and out of school program earn monetary rewards for their actions. For example, a youth may earn a \$50

incentive for maintaining employment for 30 days, or they may earn \$100 for high school graduation. The incentive system has proven to be a great motivator to give that added “nudge” that’s sometimes needed.

4.9 Describe process utilized by the local board to ensure that training provided is linked to in-demand industry sectors or occupations in the local area, or in another area to which a participant is willing to relocate. Include a description of the process and criteria used for issuing individual training accounts. If training contracts are used, describe processes utilized by the local board to ensure customer choice in the selection of training programs, regardless of how the training services are to be provided [WIOA Sec. 108(b)(19)]

Classroom occupational skill training is directly linked to in-demand industry sectors via the Eligible Training Provider data base. Programs approved for inclusion on the data base list must be in-demand occupations within the Region 5 and/or Region 12 areas. Staff develop Individual Employment Plans (IEPs) for all participants receiving financial assistance for training and support. Participants are informed of in-demand occupational sectors via current labor market information such as the regional Hot Jobs list prepared by the Department of Workforce Development (DWD). The IEP process requires participants to evaluate various providers who offer the field of training for the in-demand occupation they want to attain. Staff counsel participants to evaluate all the various factors such as availability, schedule, quality of training outcomes and certifications, overall costs and financial assistance available. The participant may then make their own informed selection choice.

4.10 Describe how rapid response activities are coordinated and carried out in the local area and how these activities will be incorporated into WIOA programming. See Local Plan References and Resources. [WIOA Sec. 108(b)(8)]

Regions are notified of a large lay-off or closure through WARN notifications sent by the Rapid Response team from Department of Workforce Development. WorkOne offices often hear about lay-offs through other means, such as: Chamber of Commerce, newspaper articles, local connections with employers, and even through customers visiting the WorkOne offices.

Rapid response services will be provided by Business Services staff, as well as coordinated with other WorkOne staff, to ensure the menu of services are all represented to the employer, union and workers to be displaced. Business Services staff will be trained to ask pertinent questions to determine if there are opportunities to avert a lay-off. DWD has assisted in providing training and an excellent resource guide regarding layoff aversion. The orientation for workers will be planned at the time of the initial on-site meeting so the appropriate information may be conveyed regarding the lay-off, including access to Unemployment Insurance, potential for Trade Adjustment Assistance benefits, WorkOne services, and a listing of other community programs that may be useful, along with contact information. The services to be provided will take place on-site when the opportunity exists, to include job search workshops, such as resume assistance, networking and electronic job search, as well as registration for the Indiana Career Connect program (ICC) which is presently mandatory when filing for Unemployment Insurance. If time and resources permit prior to the lay-off, computer literacy and basic skill remediation will be available at the employer site. Business Services and WorkOne staff, working together in a collaborative approach with the employer and union representatives, will provide the most comprehensive and appropriate services for their affected workers, as described above.

Rapid Response when taking place prior to worker dislocation events is the entryway to the public workforce system, providing the information needed about available services after leaving the employer site, as well as how to access these services. Well trained staff come on site to provide Rapid Response orientations to affected workers. These personnel are fully aware of the types of services available at WorkOne locations, so they can answer questions and provide printed information on specific workshops and types of services, as well as the office addresses and hours of operation. Rapid Response staff ask employers/union personnel to assist in distributing worker surveys that provide valuable information to assist Rapid Response staff in better understanding the needs of the affected workers within the region. When practical, staff of the WorkOne in the county where the affected business or organization is housed, accompany Rapid Response staff to the on-site orientation. This allows for the best opportunity to provide specific answers to questions, as well as for the employees to begin to identify with the staff they will later be meeting at the WorkOne locations when they leave their employment status. It is important, when practical, to provide this ease in the transition process, and offer appointment times and specific names of staff they may contact, along with their contact information. Information about other central Indiana WorkOne locations is also presented. Working together, the Rapid Response staff and staff in the county WorkOne office develop a customized orientation session for on-site delivery, taking into account the needs of the workforce and the environment in which the layoff will occur. When possible, with the consent of the employer/union personnel, similar services are offered prior to layoff that are also available at the WorkOne locations following layoff, including but not limited to job search workshops, such as resume assistance, networking and electronic job search, registration for the state's job matching system and filing for unemployment insurance. Computer and financial literacy offerings, and basic skill remediation may be arranged. The key to a successful Rapid Response is arriving at the earliest time, analyzing the needs of the workers, providing easy to follow information about available services, and describing key access points. In our regional approach, staff will work together to provide quality Rapid Response services and WIOA transition information, including follow-up.

4.11 Describe how Jobs for Hoosiers/REA activities are coordinated and carried out in the local area and how these activities will be incorporated into WIOA programming. See Local Plan References and Resources.

The Department of Workforce Development has taken the lead to begin the Re-Employment Services and Eligibility Assessment (RESEA) in late April, 2016. When the program begins, Jobs for Hoosiers (JFH) will only include the remaining claimants not selected for RESEA. Without unemployment insurance staff in the offices, REA/JFH/RESEA participation brings claimants into the WorkOne offices where they discover all the opportunities and services available. Weekly lists are pulled, transfers are worked and sent, and letters are sent to claimants to attend to an Orientation session. Orientation sessions include: requirements for REA/JFH/RESEA, WorkOne services, including WIOA services, a one-on-one assessment interview, work search review, the development of an individual re-employment plan (IRP), and next steps are given to claimants. Any staff, regardless of funding source, may work with RESEA participants. Full services offices set aside multiple staff to perform



assessment interview duties to keep claimant time in office down and engagement up. Claimants assessed or requesting more individualized services or training will be referred for WIOA services.

**4.12\*** Describe efforts to coordinate supportive services provided through workforce investment activities in the local area, including facilitating transportation for customers. [WIOA Sec. 108(b)(11)]

Even with significant differences between Marion County and the surrounding counties, the workforce development boards of Central Indiana plan to coordinate transportation and supportive services as follows:

- Service providers for the region will all use the State of Indiana-provided case management system and will ensure that participants have a single record in that system that is shared between all service providers and that service providers will use that joint record to ensure that “double dipping” on travel and supportive services does not happen;
- The Region 5 Workforce Board and the EmployIndy workforce development board will share best practices to ensure that the entire region has access to more effective ways to deal with transportation and supportive service issues; and
- Both areas will work closely with their community and faith partners to maximize the effective delivery of services to their common participants.

While both workforce development boards are firmly committed to coordinating efforts in the provision of supportive services, both recognize the existence of significant geographic and community differences that may hinder close correlation of policies and practices concerning customer transportation and supportive services. For example, Marion County is the largest metropolitan area in the state. It has a dense population that encompasses the entire county even reaching into the fringes of the surrounding counties. It has public transportation in the form of buses and there has been and continues to be talk about light rail systems. This public transportation system is almost exclusively limited to Marion County with some minor exceptions into the fringes of Hamilton, Hendricks and Johnson counties. The other eight counties have no fixed schedule public transportation suitable for traveling to training. In addition, Marion County has a very large number of community-based organization and faith-based organizations that provide a wide array of supportive services ranging from food and clothing to rent and utility assistance. Many of these organizations also assist with job search and training. While these organizations exist in the other eight counties, the number of such organizations is generally much lower. The bottom line is that more of the supportive service funds for transportation for those counties end up coming from WIOA. This makes identical transportation and support services policies impractical.

## **Section 5: Compliance**

Please answer the following questions of Section 5 in 12 pages or less. Most of the response should be staff-driven responses as each are focused on the organization’s compliance with federal or state requirements. Questions that require collaborative answers for regions 5 & 12 are designated with an \*.

**5.1** Describe any competitive process that is planned to be used to award the sub-grants and contracts in the local area for activities carried out under WIOA Title I. State the names of current contracted organizations and the duration of each contract for adult, dislocated worker and youth services. Attach contracts as Exhibit 1. [WIOA Sec. 108(b)(16)]

Interlocal Association is currently under contract for the period July 1, 2015 through June 30, 2017 to provide WIOA Adult, Dislocated Worker and Youth services and Regional Operator/ Board support. The contract has an optional third year extension through June 30, 2018. Interlocal Association subcontracts for adult, dislocated worker and youth services in Madison County. Interlocal will utilize a formal Request for Proposal (RFP) process to procure any other services needed by the Board. To the extent required by state and federal guidelines, the Region 5 Workforce Board, Inc. will utilize a formal Request for Proposal (RFP) process to select an entity or entities to provide One Stop Operator and program services for periods subsequent to June 30, 2018. The RFP would be issued not later than March 31, 2018 in the third quarter of Program year 2017.

5.2 Provide an organization chart as Exhibit 2 that depicts a clear separation of duties between the board and service provision.

**Attached as Exhibit 2**

5.3 Describe any standing committees or taskforces of your Local Board, including the role and scope of work of your youth committee (or youth representatives on the WDB if you do not have a committee).

**Youth Committee:** Role is to provide information and assist WBD with planning, operational and other issues related to provision of services to Youth.

- Monitor program operations and outcomes
- Develop and recommend youth program policies
- Provide input on outreach and recruiting of youth participants including JAG
- Participate in Regional JAG Career Development Events

**Program Committee:** Role is to provide information and assist WBD with operational and other issues related to service delivery with the WorkOne system.

- Monitor program operations and outcomes for adult and dislocated worker programs
- Approve OJT position requests
- Review DWD Monitoring Report and local response
- Assist with local plan development
- Develop and recommend program policies
- Assist with operating and other issues related to WorkOne delivery system

**Finance Committee:** Role is to monitor accountability for use of funds and make recommendations for full Board approval.

- Review Monthly Financials
- Recommend approval of regional budgets
- Monitor expenditures and use of funds
- Initiate RFP process for auditor selection
- Review audit reports and resolutions
- Review DWD monitoring reports and resolutions
- Recommend grant budget modifications to full board

**ByLaws Committee:** Role is to recommend required or desired modifications of Region 5 Work Board, Inc., Bylaws.

**Executive Committee:** Role is to deal with issues as directed by the Chair.

5.4 Provide the name, organization, and contact information of the designated equal opportunity officer for WIOA within the local area.

**Equal Opportunity Officer: Cindy Gosser, Interlocal Association, 836 S. State Street, Greenfield, IN 46140, 317-467-0248 x303, [cgosser@workonecentral.org](mailto:cgosser@workonecentral.org)**

5.5 Identify the entity responsible for the disbursement of grant funds as described in WIOA Sec. 107(d)(12)(B)(i)(III). [WIOA Sec. 108(b)(15)]

**The Chief Elected Officials have designated Interlocal Association as their Fiscal Agent. At the direction of the Region 5 Workforce Board, Inc. Interlocal Association is responsible for disbursement of grants funds received from the Department of Workforce Development for workforce system activities.**

5.6 Indicate the negotiated local levels of performance for the federal measures. NOTE: These have not been negotiated, but will be required to be updated once negotiated with the state. [WIOA Sec. 108(b)(17)]

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5.7 Provide a description of the replicated cooperative agreements, as defined by WIOA 107(d)(11), in place between the local board and the Department of Human Services' Office of Vocational Rehabilitation Services with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination. See Local Plan References and Resources. [WIOA Sec. 108(b)(14)]

**On April 15, 2016, DWD issued a policy regarding Memorandums of Understanding (MOUs) with One-Stop-Partners which states "The State will facilitate an umbrella MOU between the WDBs..." for Vocational Rehabilitation. This MOU will likely cover the topics addresses in the "replicated cooperative agreements" referenced in WIOA. Region 5 has already conducted joint staff training with VR staff and WIOA Service provider staff regarding common customers and the practice of braiding financial resources to serve them fully.**

5.8 Describe the process for getting input into the development of the local plan in compliance with WIOA section 108(d) and providing public comment opportunity prior to submission. Be sure to address how members of the public, including representatives of business, labor organizations, and education were given an opportunity to provide comments on the local plans. If any comments received that represent disagreement with the plan were received, please include those comments in Exhibit 3 attached to this Local Plan. [WIOA Sec. 108(b)(20)]

**Members of the public, including representatives of business, labor organizations, and education were given an opportunity to provide comment on the plan via email. The plan was posted at [www.workonecentral.org](http://www.workonecentral.org) on May 10, 2016 in advance of its submission to DWD by July 1, 2016. A Notice of Opportunity to comment was published in the Indianapolis Star on May 14, 16 & 17, 2016. Notice of the local plan availability for review and comment was emailed to local stakeholders, including Economic Development Executives, Labor Organizations, Post-Secondary Education and Chief Elected officials. In developing the plan, input was directly solicited from WDB members who represent collectively the required partners and stakeholders. Input for the plan was also received from the Chief Elected officials at their March 17, 2016 meeting. At its regular full board meeting on April 20, 2016 the plan was discussed by the Region 5 Workforce Board, Inc. The final review and**



approval of the plan by the WDB was on June 15, 2016. The Chief Elected Officials subsequently reviewed the plan at their June 23, 2016 meeting.

No dissenting comments were received during the 30 day comment period.

5.9 Describe the board's process, frequency and schedule for monitoring adult, dislocated worker and youth services, including who conducts monitoring visits for your agency, training these staff receive on monitoring or site evaluation, and a listing of all upcoming planned or scheduled monitoring visits, all forms used during the review process and a sample report from a past review.

Staff that have any customers requesting direct cost dollars are required to send application packets to the MIS department for review and confirmation of eligibility. This process occurs on a daily basis. These files are reviewed for application accuracy, completeness, specific eligibility requirements for the specified program, services reported, and case note entries. Each quarter a random monitoring is conducted for Adult, Youth, and Dislocated Worker programs, which would include enrollments for job-to-job customers. Most files can be monitored by desktop through the State's tracking system, TrackOne. If desktop monitoring cannot be completed, files will be requested to be sent to the MIS department for review. Other monitoring methods used are: on site monitoring visits, field staff monitor their own files and submit files to MIS with the completed worksheets, and MIS "monitors their monitoring". MIS staff conducts the monitoring, and training of staff is provided in local training sessions, webinars on new systems, and State initiated training. Third quarter monitoring has been completed and the fourth quarter monitoring will be completed by the end of June, 2016. A sample report is attached, along with the monitoring worksheet that is used.

Attachments: Sample Monitoring Form used for Review Process and Sample Monitoring Report

5.10 Describe your professional development plan for all youth staff, including the frequency, type (in-person, self-guided, web-based, etc.), and topics addressed.

Much of the professional development plan for in school youth staff occurs during the summer months when staff are not in the classroom with their JAG students. Staff meet weekly with the JAG Managers and Coordinators to cover training topics relevant to their programs. For example, the month of June and July will include training on:

CPR

Follow-up services

Community service

Classroom management techniques

21<sup>st</sup> century skills, teaching beyond the desk

IYI Counseling Institute

DWD State Training for JAG Specialists

Best practices and how to prepare for the classroom

Lessons for G competencies and beyond

JAG National Training Seminar

Planning Region Initiation and Installation ceremonies

DWD Training for new specialists



The training will be delivered in a variety of ways, some from other entities such as IYI, DWD and JAG National. Much of the training on day to day tasks will be delivered by JAG Managers and Coordinators with the use of on-line resources.

Out of school youth staff meet on a monthly or bi-monthly schedule and training needs are addressed at that time. The fiscal and MIS staff from Interlocal Association are often used as resources to provide instruction on the data management system and fiscal processes and procedures for participant services. All youth staff are encouraged to participate in the annual IYI Kids Count Conference in December and other IYI offerings as appropriate. The RO often seeks out additional third party trainers to meet identified training needs. Many web based training sessions are made available and offer the convenience of not having to travel to attend.

Professional development is an on-going process and as needs or opportunities become available, staff are encouraged, and sometimes required to participate. Maintaining skills as well as acquiring new ones is a concept that we promote not only to the participants we serve, but the staff who serve them.

5.11 Provide a list of all local policies. Copies of documents are not required at this time but may be requested later.

Region 5 WDB Regional Policies Index		
Policy #	Subject	Effective Date
	WDB Statement	07/01/15
	WIB Travel Policy	06/17/15
2010-02	Definition of Self-Sufficiency	09/15/10
2010-03	Grievance Complaint	Revised 1/6/16
2010-04	Managerial Structure & Functional Supervision	10/20/10
2010-05	Conflicts of Interest & Disclosure	10/20/10
2011-01	Veteran Priority of Service	01/19/11
2011-02	Record Retention & Shredding Policy	02/23/11
		Revised
2011-04	Policy Approval & Distribution Procedures	6/05/2013
2011-11	WIOA Adult Direct Service Funding/Limited Funds	Revised 1/12/16
2011-12	Residency Criteria	Revised 1/12/16
2014-01	Prohibition of Weapons	07/01/13
2014-02	Monitoring Policy and Procedures	07/01/14
2015-01	Employer Based On-the-Job Training	07/01/15
2015-02	Youth Program	12/17/15

Regional Procedures Index		Effective Date
	Subject	06/08/15
	DWD WIOA (181)-P1 Participant Drug Screening	07/01/15
	Selective Service Registration	07/01/15
	Procurement Procedures	07/01/15

Job Search Waiver (When Receiving UI)	07/01/15
ITA & Supportive Services	07/02/15
DWD Interim Guidance on WIOA Title I Adult Priority of Service with Attached WDB WIOA Adult Priority of Service Checklist, dated 7/23/15	12/01/15
Customer Flow	12/23/15
Adult & Youth Work Experience and Internship Procedures	

# ATTACHMENT B--PROJECTED PROGRAM PARTICIPANTS for PY16

	Participants to be Served	Program Funding (WIOA)	Additional Funding (State)	Additional Funding (Federal)	Additional Funding (Non-state/federal)	Total Budget	Budget per Participant	Explanation (optional)
WIOA Adult	1360	\$ 1,402,018	0	0	0	\$ 1,402,018	\$ 1,031	1
Dislocated Worker	765	\$ 1,116,162	0	0	0	\$ 1,116,162	\$ 1,459	2
Youth (in-school)	460	\$ 311,595	\$ 292,681	\$ 329,300	0	\$ 933,576	\$ 2,030	3
Youth (out-of-school)	520	\$ 934,786	0	0	0	\$ 934,786	\$ 1,798	4
ABE	2783	\$ 1,536,442	\$ 580,245	\$ 57,042	0	\$ 2,173,729	\$ 781	5
WorkIndiana	102	0	\$ 208,671	0	0	\$ 208,671	\$ 2,046	6
WP	8547	0	0	\$ 932,195	0	\$ 932,195	\$ 109	7,8
Veterans Overall	850	0	0	\$ 329,296	0	\$ 329,296	\$ 387	8

Each program should reflect ALL participants enrolled, regardless if they are co-enrolled in another program. Explanations of projections are encouraged. Revised: 3/9/16

1. \$200K transfer from DW
2. \$200K transfer to Adult
3. Max 25% In-School WIOA
4. Min 75% Out-of-School WIOA
5. AE Program Director estimates
6. WIN Plan PY16
7. Enrolled Full Service offices (3)
8. WIOA funding part of Adult, DW